

## The Construction and Reflection of Chinese College Teachers' Discourse Right

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**ABSTRACT** In this paper, the researchers analyzed the construction and reflection of Chinese college teachers' discourse rights under an Internet background. The researchers first surveyed and analyzed the current situation of teachers' discourse hegemony. Next, the researchers stated the premise, background, means and purpose of teachers' discourse hegemony digestion and the reconstruction required to improve teacher-student relationships. The researchers then summarized the main problems of current teachers' discourse hegemony in classroom teaching based on observations of education practices. The researchers analyzed manifestations of teachers' discourse hegemony and students' discourse loss. Finally, the researchers examined the passive effect of teachers' discourse hegemony and students' urgent need for discourse power and proposed that teachers' discourse hegemony digestion and teacher-student relationship reconstruction is necessary.

### INTRODUCTION

Combining language-centered and multi-disciplinary perspectives of discourse analysis has recently become a common high-profile approach in humanities and social science research. Discourse has become an important concept in these fields and has opened new areas for each perspective and approach. In addition, teachers have recently employed fresh discourse in a number of new research areas, which reflects the significance of teacher research, but each one has a breakthrough during the study of teacher discourse in these new words are often behind. Still, many do not feel optimistic about deeper issues, which need constant reflection and reconstruction to promote the development of theoretical-research teachers. Therefore, using the theory of discourse, the researchers formulated an in-depth interpretation of meaning in the clear discourse of teachers, classification, and characteristics based on

fundamental issues, with other related disciplines such as philosophy, sociology, science, and further disciplines to explain the relationship between perspective and way of thinking.

Mining current educational teachers' curriculum, individual existence discourses, and the causes of practical problems will allow for harmonious teacher discourse strategies and conditions. Debaere (2014) explained the basis of college teachers' right to discourse, the value of this research, research ideas and methods, innovations, and international research papers on the status quo. Enyeart et al. (2015) researched the basic concepts involved in this topic, such as words, the right to speak, teacher discourse, educational discourse, and education. Field visited a preliminary definition of vertical. The study of teacher discourse is closely related to the discourse, teachers, and educational features of discourse and classification carried in out a comprehensive and systematic exposition.

Ferrara et al. (2014) drew on philosophy, sociology, hermeneutics, and related disciplines, including both theoretical and research perspectives, to provide theoretical support. They also used guidance-related theories, such as dialogue, power discourse theory, and field domain, or the relationship between theory, communication theory, and oppression-and-liberation theory, to examine the relationship between teach-

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ers and curriculum theory in-depth. Gallardo (2005) analyzed modern criticism of China's current education problems with discourse and concluded that official discourse hegemony, the academic discourse of poverty, students' lack of discourse, and theoretical discourse distortion dominate China's educational discourse.

The researchers relied on the following strategy for reconstructing Chinese educational discourse. The first step was to break the framework of power and discourse to incorporate pluralism. The second step was to reflect on science and rational discourse, so that educational discourse is generated in life. The third step was to remote education and public discourse, so that public would be free to express its own voice. The fourth step was to return educational discourse to its proper state. The researchers believed that fixing Chinese educational discourse involves studying whether the thought of reading teachers, an important prerequisite for discourse and the foundation.

Gallardo (Gontijo 2007) thoroughly and systematically explored pairs of teachers who taught the meaning of discourse and classified two major problems: discourse hegemony and lost performance and roots. Margaret and Erica (2013) suggested a solution to the anomie of Chinese teaching strategies. They changed the concept of discourse by creating digestion teacher talk centers in which teachers and students establish relationships and engage in dialogue, advocating a postmodern transformation. Teachers explained some of their major discourse rights. Teachers' curriculum decision-making rights include their right to speak, and they exercise this right by implementing and evaluating the right words, and the right to speak for parts (Babak et al. 2013). Teachers' curriculum decision-making includes lofty discourse, designing insurmountable discourse, teachers, curriculum implementation of false distortion, the evaluation of how discourse deviates from them, and other issues (Jiang et al. 2005). Jiang et al. (2005) also examined the causes of this phenomenon, including both internal and external factors. The analysis concluded with a discourse of the rights of teachers to courses and teachers in curriculum discourse, given the right to maintain two strategies to solve the discourse of the rights of teachers to courses (Levchenko and Zhang 2014).

Grancay (2012) examined the points of view of teachers by conducting a discourse analysis of the content of the status quo and the individual nature of discourse on teacher's lost causes and return strategies. Ignjatijević et al. (2015) examined the conditions and circumstances required for harmonious discourse and teachers' reasonable needs to create ideal teacher discourse spaces, which allow for freedom, tolerance, and rationality, including the critical supervision and oversight necessary to protect these rights. Lack of research carried out reflection (Babak et al. 2012). Eric et al. (2013) conducted a follow-up study of the possible implications for further study of the subject.

## MATERIAL AND METHODS

Teaching should be a soul dialogue process among the people involved. It should be a kind of mutual influence that involves communication and understanding among education subjects. The researchers first surveyed and analyzed the current situation of teachers' discourse hegemony. Next, the researchers defined the premise, background, means, and purpose of teachers' discourse hegemony digestion and the relationship reconstruction required to improve teacher-student relationships. To further this aim, the introduction of dialogue into classroom teaching should establish teachers' and students' inter-subject relationships. The goal of teachers' discourse hegemony digestion and teacher-student relationship reconstruction is to achieve harmonious teacher-student discourse power sharing. Under the background of modern politics, economics, and culture, scholars severely criticize the current mode of teacher and student discourse (Ogunbameru 2003).

Teachers' right to discourse is an important part of teachers' discourse. Research on this right began in the 1960s. However, interest in teachers' rights began as late as the 1980s. Early research on teachers' rights owed much to the research findings and methodology of general interpersonal communication, and likewise was limited to the study of nonverbal rights (Chingarande et al. 2014). The traditional focus of research in this area was on the relationship between teachers' nonverbal rights, various factors of the teaching process, and designing and testing rights scales. Over the past three decades, teachers' rights have been a major concern of teaching and teacher

training, and interest has spread from the traditional classroom to online teacher-student communication and from the Western culture-centered perspective to a focus on cross-cultural differences. While researchers have reached conclusions about the effects of teachers' rights, their perspectives and methodologies limited their studies. Specifically, verbal rights have received scant attention, and the research in this area has been mainly quantitative. Researchers collected the data mostly from interviews, recalls, and questionnaires, and their approaches were simplistic and mostly intuitive, showing little attempt at theoretical construction. Based on empirical research, this dissertation focuses on the verbal rights of foreign-language (FL) teachers by constructing a framework with theoretical and practical implications for the research of teachers' overall rights. The main sources of data are videos of FL classes. Guided by Grounded Theory, the researchers approached the data without preconceptions. Instead, the researchers developed their theoretical framework for discourse analysis by analyzing data, categorizing concepts, and sampling.

The researchers have attempted to answer the following research questions:

1. In which part or parts of pedagogic discourse are FL teachers' rights instantiated?
2. What are the characteristics of teachers' 'discursive rights'?
3. What are the effects of teachers' discursive rights on classroom teaching?
4. Which ideologies influence teachers' right to discourse?

Researchers discussing pedagogic discourse often follow Bernstein's functional classification of regulative and instructional discourse. However, this classification fails to cover the interactive discourse between teacher and students, which appears in most of the data. In view of this, the researchers proposed a three-part anatomy of pedagogic discourse—regulative, instructional, and interactive—to focus on the structural analysis of pedagogic discourse. The theories of systemic functional linguistics (for example, language as social semiotics and meaning potential) and the Appraisal System comprise the study's theoretical basis. The researchers used conversation analysis to study the structures of teacher-student conversations. The main features of FL teachers' rights gradually emerged through observation from these perspectives. Using a critical-discourse analysis

of the teachers' ideologies in terms of identity and knowledge, the researchers examined the fundamental factors that impact teachers' rights and ultimately pedagogic discourse and teacher-student relationships.

Based on the above analysis, the researchers constructed a theoretical framework for analyzing FL teachers' discursive rights. Data analyses under the proposed framework show that FL teachers' rights are instantiated in all the three parts of pedagogic discourse. In terms of regulative discourse, whether rules and procedures are negotiable, whether teachers invest in interpersonal meaning, and whether there is positive orientation to the instructional goals of the teacher-student community are symbols of teachers' rights. The naturalization and non-negotiability of discourse heavily regulate, and negatively affect, teachers' rights. The researchers' analysis of instructional discourse comprised three parts of reconceptualization of knowledge, researchers'ity of knowledge, and attitude toward knowledge. Immediate instructional discourse greatly emphasizes the cognitive needs and background knowledge of the students. The reconceptualization of knowledge and clear, logical explanations help build good knowledge base in students' minds. Another important aspect of immediate instructional discourse is teacher attitudes toward engagement.

Active engagement of positive attitudes orients to the value and meaning of subject knowledge, which cultivates students' emotional identifications. On the other hand, separating cognition and emotion, constructing isolated and decontextualized knowledge, and researchers'ity status harm teachers' rights. In interactive discourse, the constraints of institutional discourse weaken rights but features of casual conversation strengthen them, such as talking on an equal footing with students and providing them with emotional support. When teachers provide cognitive feedback, their choices in interpersonal meaning and evaluation resources should reduce students' worry over meta-tasks and protect their self-identities so they can invest their cognitive energy into learning tasks. Positive feedback should employ all the resources of attitude, while negative feedback should avoid judgment or adopt other strategies to lessen its unproductive impact.

The analysis of regulative, instructional, and interactive discourses leads to the conclusion

that rights are cumulative. FL teachers' discursive rights are spread across pedagogic discourse. They will best realize these rights when they integrated into the entire pedagogic discourse rather than manifested in one part as they are today. Teachers' epistemology of identity, teacher-student relationships, and knowledge are the dominant factors impacting teachers' discursive rights. Teachers' strict conformity with their institutional identities is a strong form of identity, but taking up equal discursive roles may weaken it. The strong and weak forms of identity result from teachers' active choices of identity resources, which ultimately impact pedagogic discourse.

This study explored classroom discourse and identified the core features and formative causes of FL teachers' discursive rights. The researchers proposed a theoretical framework for analyzing FL teachers' discursive rights. It developed Bernstein's two-part dichotomy of pedagogic discourse and studied interactive discourse, as well as regulative and instructional discourses, to analyze FL classroom discourses because they are typical examples of interactive classroom discourse. The researchers proposed that teachers' right to discourse is cumulative. The analysis combined the study of teachers' discursive rights with their ideology to reveal the relationship between the macro-factors (that is, social-structural) and micro-factors (that is, discursive). The macro-perspective explored the underlying causes of teachers' discursive right as instantiated in micro-discourse, and the microanalysis examined the discursive representation of teachers' epistemology of identity and knowledge. The combination of the two perspectives provided the researchers theoretical and practical guidance for the study of teachers' right to discourse.

## RESULTS

The problem with Chinese college teachers' discourse is not simply an issue of expression or knowledge because language is linked to politics, economics, culture, and psychology. The discourse of teachers and students is not merely a relationship of statement and acceptance, rather, the relationship has a unique source, nature, structure, and content. Schools are an integral part of society, and teaching is part of the community. The discourse of teachers and stu-

dents has a natural, sociological nature. Due to the subjectivity of teachers and students, their discourse has its own characteristics. However, in the field of education, universality discourse is not coordinated, and the performance of teachers and students' discourse is particularly ignored. Education services are for the country's human resources strategy and are services for developing individuals. This dual goal of achieving for a long time has been misrepresented as "national needs in the same individual needs." However, the trend of social development has become increasingly concerned about individual, comprehensive personality development. Schools, which must nurture innovative individuals, should reexamine the discourse of teachers and students.

Teaching involves bilateral interactions among teachers and students. However, students lack voices in modern classrooms, which deprives them of their self-determination discourse power. Instead, these classrooms center on teachers' supremacy discourse. The suppression of students' spirits causes them to become depressed and disgusted by studying, and it distorts their personalities. It also trains students not to be innovative. These are the manifestations of the alienation of teacher and student discourse power. There are many reasons for reducing this alienation, which is not only linked with a history teacher researches but also closely related to knowledge-centered educational tradition. Postmodernism advocates opposing teacher researches, emphasizes student differences, and suggests that teachers and students reach consensus through dialogue and intercourse. These views offer useful guidance for decreasing the alienation of teacher and student discourse power in the education field. Teachers and students have the right to speak, but it is more important that they value and comprehend each other's voices. Decreasing this alienation using the postmodernism perspective will endow teachers and students with the power to speak and communicate harmoniously, which will enhance the teaching process.

Full-time university teachers' right to speak is highly relevant to the effectiveness of ideological and political education. Presently, there is a trend toward weakening full-time teachers' right to speak. Teachers' demands for improving the effectiveness of course teaching and education are unmet, and their influence on stu-



teachers constructs the way they teach and generates their individual speech. Expression is the existence of problems in the education field and the development of gratitude and value methods. Teachers' discourses are their own, and they develop them through their interpretation of their education experiences, evaluations, environments, identities, lives, careers, and thought processes. Improving teachers' discourse can restore rational, empirical, objective, and abstract discourse to the Chinese education field. Awakening the teachers' self-consciousness means they realize that their every thought is a behavior in charge of their own personal consciousness.

Teachers must also strengthen their self-education abilities. They should not only position themselves in the transfer of knowledge, but also avoid letting their subjectivity inhibit the teaching and learning processes. The researchers relied on data from professional-development schools, which are primary and middle schools. This kind of school allows teachers to study at any time, encouraging them to seek solutions to teaching problems actively. The core of teachers' abilities to educate themselves is their reflective ability, which they develop through the process of performing professional activities as the object of self-consciousness in the teaching process. This includes active planning, evaluation, feedback, and regulation of their abilities. Teachers improve only when they reflect on their own teaching behaviors. Critical reflection is the basis of the awakening of self-consciousness, and teachers should construct their personal discourse to be full of such reflection. Teachers should consider self-reflection to be an attitude rather than just an ability. Self-development is "a way of understanding from the outside to the object, which is a way of the subject and the object."

In short, teachers' right to speak is closely connected with their professional development. To change the teachers' personal discourse "aphasia" situation, one must improve teachers' professional abilities and professional status. This requires teachers to have a strong sense of professional development and ability and to take responsibility for professional development consciously through self-reflection, analysis, and incentive. When individual teachers strive to fill students' lives with meaning using personal discourse, rational discourse can be constructed in their practices.

## CONCLUSION

In China, teachers currently grasp discourse power firmly. Teachers' discourse hegemony negatively influences their teaching, making students absolutely obedient, reducing classroom teaching's vitality and energy, repressing students' curiosity, confidence, and imagination, strangling students' abilities to express suspicion, criticism, and innovation, and turning students into mere "knowledge receivers". To develop students, classroom teaching calls for repressing their subject consciousness. Students need to have classroom teaching discourse power. Teaching should be the process of interaction, communication, and common development among teachers and students and among students and their peers. Moreover, whether cognitively or emotionally, developing the characteristics of students' bodies and minds needs teachers' guidance, concern, and communication.

The teaching process should be a soul dialogue process among the people involved in the lesson. It should involve mutual influence through communication and understanding among the education subjects. The researchers first surveyed and analyzed the current situation of teachers' discourse hegemony. The researchers then stated the premise, background, means, and purpose of teachers' discourse hegemony digestion and relationship reconstruction to improve teacher-student relations. The researchers briefly introduced the development of current research on teachers' discourse hegemony digestion and teacher-student relationship reconstruction, which formed the theoretical basis of this paper. Next, the researchers summarized the main problems of current teachers' discourse hegemony in classroom teaching based on observations of education practices. The researchers analyzed the manifestations of teachers' discourse hegemony and students' discourse loss. This enabled the researchers to examine the passive effect of teachers' discourse hegemony and students' urgent need for discourse power and propose that teachers' discourse hegemony digestion and teacher-student relationship reconstruction is necessary.

The premise of teachers' discourse hegemony digestion and teacher-student relationship reconstruction is that teachers' and students' subject consciousness should transform, and teachers' and students' inter-subject relation-

ships should be established by introducing dialogue into classroom teaching. The goal of teachers' discourse hegemony digestion and teacher-student relationship reconstruction is to achieve teacher-student discourse power sharing and harmonious teacher-student relationships. Under the background of modern politics, economics, and culture, researchers severely criticize the current teacher and student discourse situation in China. Teacher-student discourse must change from a teachers' discourse hegemony to a teacher-student dialogue to establish harmonious teacher-student relationships.

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